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ABSTRACT

This module of the staff training series deals with the practical problems that arise when setting a framework for effective staff development, by concentrating on a number of experiential activities for accomplishing the staff development mission. Presented among the strategies for accomplishing total staff development are field trips to work sites, memos, house organs, newsletters, cooperative peer observation to develop positive attitudes, workshops, seminars, professional meetings, interaction with community members, and continuing education. Workshops are emphasized as an inservice strategy. Brainstorming, case studies, demonstrations, group discussions, and "in-basket" techniques are suggested as appropriate workshop session learning activities. Key ideas presented include the concepts that staff development is a support function, that staff development cuts across all phases of the program (planning, implementing, and evaluating), and that it should occur frequently (five to six times a year or more) if it is to be effective. (NEC)

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MODULE NINE

Research and Development Series No. 149J

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE IX: STAFF DEVELOPMENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Cooperative Rural Career Guidance System

RC016401

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149J

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE IX: STAFF DEVELOPMENT

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October, 1978

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

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Project Officer, David H. Pritchard

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Staff Development," deals with the practical problems that arise when setting a framework for effective staff development by concentrating on a number of experiential activities for accomplishing the staff development mission. As a part of the *Guide* it should prove to be a valuable asset for the professional development of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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MODULE IX: STAFF DEVELOPMENT

Module Overview

Instructional Time

Approximately 1 hour

Module Description

In order to have an effective career guidance and counseling program, individuals involved in planning, implementing, and evaluating the program need to have skills and competencies in a variety of areas. A well planned staff development program meets these needs. The topic of staff development is introduced by having participants describe in-service activities they have participated in. This activity leads to a discussion of skills needed by staff to plan, develop, implement and evaluate a career guidance program. Various strategies that can be used in a staff development program are presented and discussed. Workshops are emphasized as an in-service strategy.

Goals and Objectives

Participants will:

Goal 1 Gain an understanding of the role of staff development in a comprehensive career guidance program.

Objective 1.1 Identify competencies staff need to plan, implement, and evaluate a comprehensive career guidance program.

Objective 1.2 Plan staff development activities required for program implementation.

Agenda

5 min.	Introduction	Large Group Presentation	
25 min.	Setting a Framework for Staff Development	Large Group Presentation and Discussion	IX-5
30 min.	Staff Development Strategies	Large Group Presentation and Discussion; Pair Activity	IX-7
5 min.	Summary	Large Group Presentation	IX-11

Module Evaluation

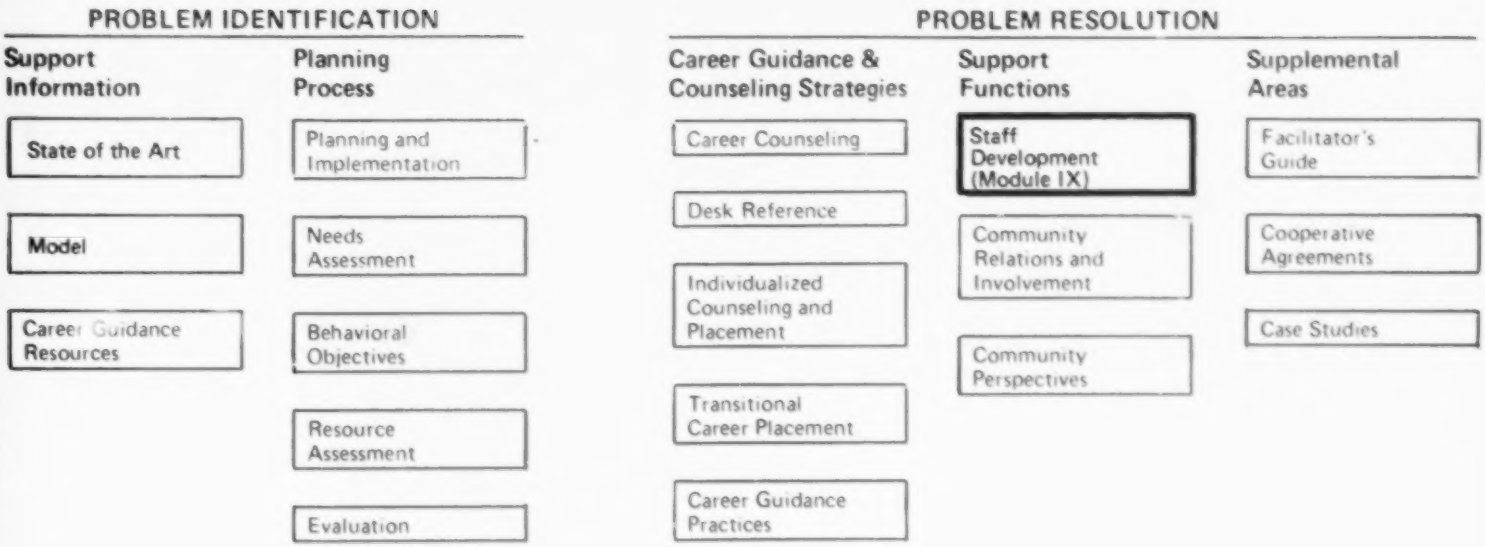
One technique for evaluating this module would be to assess participant receptivity to it by using a Likert-type scale. An example of this scale for this module is found in Appendix A.

Another technique is to carefully monitor the extent of participant involvement in group discussions as well as the number of participants contributing. Lastly, if this module is used independently of others the module-specific questionnaire contained in the participant materials section of the module should be administered. If it is part of an extended (multiple day) workshop then the questionnaire included in the Appendix is recommended for use.

Relationship to *Rural America Series*

See next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



Staff development, the topic of this module, is an important aspect of any career guidance program. All persons involved in planning and implementing a career guidance program should have appropriate skills to conduct the activities. One responsibility of those in charge of the guidance program is to insure that everyone has needed competencies. The staff development handbook describes how to provide necessary experiences. It should be noted that although staff development is placed in the problem resolution phase of the *Rural America Series* it cuts across all handbooks of the series. Staff development is an integral part of all program activities.

ACTIVITY TITLE: Setting a Framework for Staff Development

DURATION: 25 minutes

FACILITATOR OUTLINE	NOTES
A. Initial Activities	
1. Ask participants to describe unique staff development programs in which they have been involved.	
2. Write responses on chalkboard.	
3. Summarize responses—bring out the following: • Type of staff development activities • Skills acquired through staff development activities	
B. Who Is Staff?	
1. Ask participants to indicate who they consider to be staff in a career guidance and counseling program. Record their answers.	p. 1, *Staff Development*
2. Give the definition for staff provided in the staff development handbook, i.e., all individuals involved in planning, developing, implementing, and evaluating a career guidance and counseling program are considered staff. • Teachers • Counselors • Administrators • Non-professional staff • Students • Parents • Other community members	
3. Indicate that the last four populations are not traditionally thought of as staff, but if they are actively involved in the career guidance and counseling program they should be thought of in this light. • Example, students involved in identifying resources are taking part in planning the program.	
4. Compare the list of staff provided by participants with the list given in number 2 above.	
C. Why have Staff Development?	
1. Staff development programs are designed to promote professional growth.	

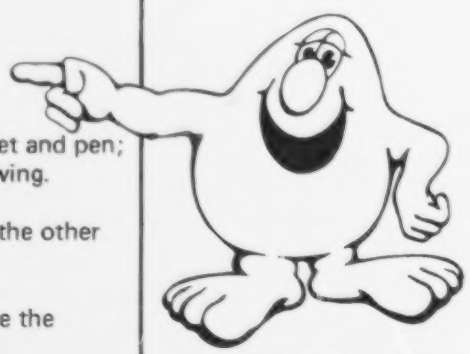
FACILITATOR OUTLINE	NOTES
• Through a planned staff development program, staff receive needed skills. • Through a planned program staff can exchange ideas. 2. Certain competencies are needed by staff to plan, develop and deliver career guidance programs. Refer participants to Appendix A of *Staff Development* for a list of staff competencies. • Competencies are needed in all areas. The following is a sample list from Appendix A. – Planning * Know effective public relations techniques. * Convey the concept of career guidance to the community. * Organize the development of a career guidance committee composed of staff members, students, parents, and community leaders. – Evaluation * Administer ability, interest, and achievement tests to students. * Report results of evaluation. – Career Guidance Practices * Integrate career guidance activities into the curriculum. * Coordinate career guidance curriculum development. • All staff members do not require the same competencies. The skill needed depends upon the activity in which the person is involved.	p. 53

ACTIVITY TITLE: Staff Development Strategies

DURATION: 30 minutes

FACILITATOR OUTLINE	NOTES
A. What Are Staff Development Strategies?	
Ask participants to brainstorm strategies for staff development programs. Write responses on chalkboard.	
Refer participants to the handout, "Staff Development: Doing the Job," p. IX-14.	
1. Review the strategies presented in the handout and emphasize that staff development can take many forms.	
2. Indicate that strategies or "workable ideas" can be used with different populations.	
Refer participants to Chapter VII of *Staff Development* for a list of workable ideas.	p. 43
• Explain that although workshops are an often used strategy, a comprehensive staff development program should contain other elements.	
Read a few examples from these pages	
– Establish a library related to guidance, counseling, placement, follow-up and follow-through. – Have counselors and guidance personnel visit work sites. – Set up situations where teachers can visit classrooms in which career guidance is well established.	
Have participants read the workable ideas that relate to their school roles, e.g., teacher, counselor, and have them react to the list.	
• Suggest that Chapter VII is not an exhaustive list.	
– It provides suggestions – It is to be expanded	
Ask participants if they can think of any other unique staff development activities.	

FACILITATOR OUTLINE	NOTES
B. Unique Staff Development Activity	
Refer participants to Chapter VI of *Staff Development.*	p. 33
1. Explain that this activity was developed to show how students can serve as in-service leaders for the teachers.	
2. Briefly present the activity.	
• First obtain support for the activity from teachers.	
• A student curriculum committee plans the activity from developing the workshop program plan to evaluating the workshop.	
• The activity is an all day workshop to generate ideas for curriculum change through small group sessions.	
• Students act as change agents in the school.	
C. Workshop Techniques	pp. 5-32
1. Workshops are an often used strategy for staff development programs, and therefore, deserve some special emphases.	
2. In order to keep workshops interesting, there should be a variety of techniques.	
Show the transparency, "Staff Development: Techniques for Workshops," p. IX-21.	
• Mention and perhaps briefly describe the techniques shown on the transparency.	
Indicate to participants that a description of each technique is presented in the handout "Staff Development: Techniques for Workshops," p. IX-15.	
3. Activity-oriented workshops allow greater potential for participant involvement which leads to greater achievement of desired outcomes.	
4. *Staff Development* contains three chapters on planning, conducting, and evaluating workshops. The basic framework and procedures are provided.	
5. Sample workshop activities are also provided.	

FACILITATOR OUTLINE	NOTES
D. **Sample Workshop Activity** 1. Present warm-up activity that demonstrates (a) the importance of clear communication, and (b) the effectiveness of interaction to clarify communications. • Have participants divide into pairs. • The pairs stand back to back. • One member of the pair holds a writing tablet and pen; the other is given a copy of a geometric drawing. • The person with the drawing describes it to the other person who is not allowed to ask questions. • The other person then attempts to reproduce the drawing. 2. After a five minute time period, the activity is temporarily stopped and a comment is made on the difficulties that result from one-way communication. 3. Participants repeat the activity, but this time questions and answers are permitted. 4. After another five minutes, the game is stopped and the drawings are compared. The second drawing should be more accurate and show the possible effect of two-way communication.	p. 23  *I think this is important.*
An optional warm-up activity may be presented. Prior to the activity, the facilitator will develop a list of famous pairs such as salt and pepper, George and Martha, Rogers and Astaire. Each half of the pair will be written on a separate small piece of paper. 1. Have participants select a sheet of paper on which one half of a paired term or team is written. 2. Ask participants to find the other half of their pair. This technique encourages group interaction by requiring participants to move about the room and meet others.	 *This could be fun. Let me see—famous pairs— "Tumbling Tumbleweed . . ."*

FACILITATOR OUTLINE	NOTES
3. Once pairs are matched, have them interview each other (in their real life roles) to find out if they: (1) were born in the state in which they currently reside; (2) attended school or college in state in which they reside; (3) have made any major career changes; (4) are presently in the career for which they originally trained; (5) had any unusual occupations in their past. 4. After they have completed the interviewing ask for a show of hands per question. This activity can be used to show occupational mobility, geographical mobility and the variety of careers held by participants.	

ACTIVITY TITLE: Summary

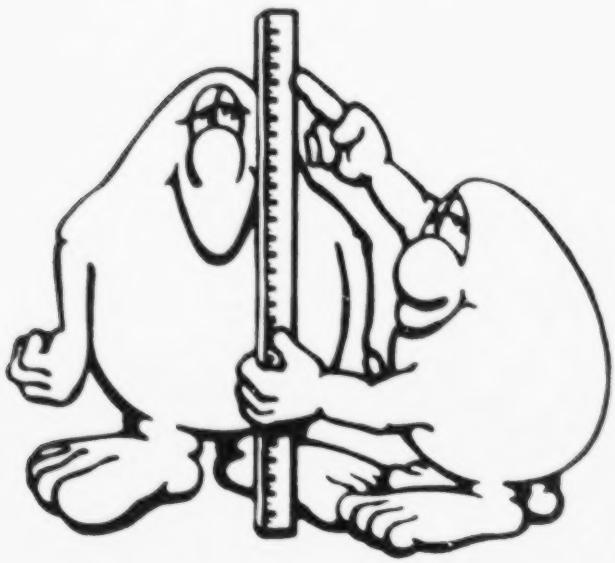
DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. **Summarize major points made earlier and emphasize that:** 1. All who are involved with the planning and implementing of the career guidance and counseling program are considered staff. 2. In many cases, staff will need assistance in developing competencies for working with the program. 3. There is a wide variety of strategies for implementing staff development programs. 4. Staff development is a vital part of a career guidance and counseling program—effective staff development enhances the total program. B. **Stress the need for communication in staff development.** 1. Communication that is clear and understandable. 2. Communication that is a two-way, not a one-way street. C. **Relationship to the *Rural America Series*** Show the transparency, "The Rural America Series," p. IX-22. 1. Point out that staff development is a support function, i.e., it helps to provide the necessary staff support for a career guidance and counseling program. 2. Note that in reality it cuts across all phases of the program (planning, implementing and evaluating). 3. It should occur frequently (5-6 times a year or more) rather than infrequently if it is to be effective.	

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Staff Development: Doing the Job	IX-14
Staff Development: Techniques for Workers	IX-15
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	IX-17

STAFF DEVELOPMENT: DOING THE JOB



The term Staff Development presumes that *all* staff, not just faculty, can grow professionally by developing more positive attitudes, skills and understandings of the role of career guidance in the career development of all students. The following strategies can be useful in accomplishing total staff development, a basic support function of the career guidance program.

- Field trips to work sites
- Memos, house organs, newsletters, etc.
- Cooperative peer observation to develop positive attitudes
- Workshops, seminars, professional meetings
- Interaction with community members, e.g., committees, service clubs
- Continuing education
- Others

STAFF DEVELOPMENT: TECHNIQUES FOR WORKSHOPS

Sample Learning Activities

Brainstorming

In a brainstorming session, participants spontaneously express their thoughts about a specific problem. It is a let-yourself-go session that calls for ingenuity and creativity in seeking a solution to a problem. Brainstorming is used to elicit both numerous and novel ideas.

Case Study

The case study provides a description of a realistic situation that the workshop participants are encouraged to consider and for which they resolve probelms as if they were personally involved. There are numerous problem situations related to planning, implementing, and evaluating career guidance programs that can be presented to workshop participants.

Demonstrations

Demonstration is the procedure of doing something in the presence of workshop participants to show them how to do it themselves or to illustrate a point. The workshop leader should be sure that the demonstration meets a necessary instructional need. The effectiveness of this instructional technique depends on participants having a clear view of what is being presented.

Group Discussions

There are two basic types of group discussion—structured and unstructured. Structured group discussions adhere to a topic or a problem which participants want to decide, solve, or conclude. This type of discussion is generally directed by the workshop leader.

Unstructured discussion provides for informal group sessions that move freely and adjust to the expressed interests of participants.

In-Basket

This technique is used to develop decision-making skills which focus on participants' abilities to set priorities and carry out tasks. Workshop participants are asked to assume the roles and responsibilities of specific staff members. They are provided written information in memo form about a number of tasks that they must complete. Workshop participants must determine which tasks they would attend to and in what order.

Role Playing

Role playing is an instructional technique in which workshop participants assume roles other than their own. During the workshop, structured settings are described and participants have the opportunity to express feelings, work out problems, and experience other persons' roles.

Objectives of a role playing situation are to suggest alternative solutions to a problem, to gain an understanding of another's feelings, or to gain an experience in new situations. The situation should be clearly presented to workshop participants.

Simulation

A simulation is a representation of significant or central features of reality that requires workshop participants to become actively involved in an experience rather than merely witness it. Simulation is a broad term and includes many techniques such as in-basket, case study, and role playing.

Symposium

A symposium consists of a group of brief presentations on various aspects of a particular issue or problem. Generally, after the prepared presentations, speakers participate in a panel discussion and/or answer questions raised by workshop participants.

Lists similar to the one above, for other staff members are included in the *Staff Development Handbook*, pp. 43-51.

RURAL AMERICA SERIES

Module Questionnaire: Staff Development

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the term guidance staff.	
1	2	3	4	Increased understanding of types of staff development strategies.	
1	2	3	4	Increased understanding of workable staff development ideas.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

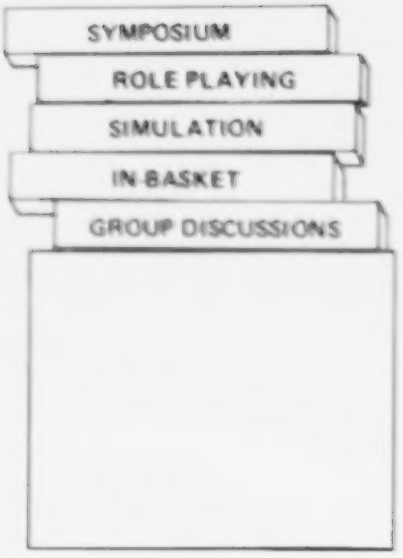
Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

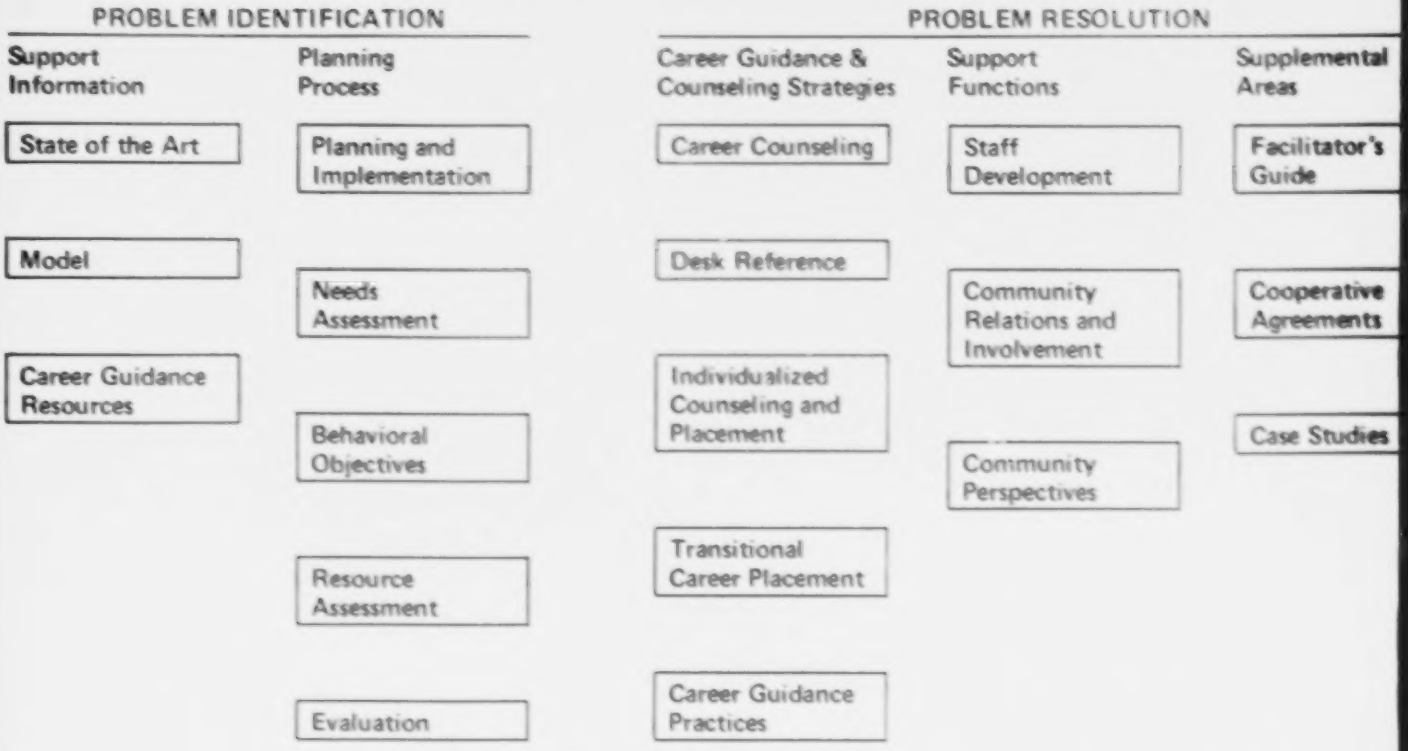
Transparency	Page(s)
Staff Development: Techniques for Workshops	IX-21
Rural America Series	IX-22

STAFF DEVELOPMENT:

TECHNIQUES FOR WORKSHOPS



THE RURAL AMERICA SERIES (HANDBOOKS)



SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

***RURAL AMERICA SERIES* (1976-77)**

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

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